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ABSTRACT

A 2-year program entitled "Essential Skills for College Bound Students" conducted in a Mississippi high school is described in this paper. The introductory section describes the course of study in essential skills as designed to help average-ability students who plan to attend college increase their proficiencies in oral and printed material, analytical and critical reasoning, rhetorical skills, vocabulary study, and library reference skills. A general description of the progrm as it was modified over the 2 years is also given. Succeeding sections of the paper describe (1) student needs addressed by the program; (2) objectives established for the program; (3) specific activities and procedures, including educational goals; (4) program evaluation methods and results; and (5) the project budget. The concluding section contains letters of communication, an evaluation form, and a list of instructional materials. (HTH)

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ESEA TITLE IV-C

PROJECT PRODUCT

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ESSENTIAL SKILLS FOR COLLEGE BOUND STUDENTS

Laurel Municipal Separate School District

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1983

CS 207462

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SECTION A: INTRODUCTION

A two-year program entitled "Essential Skills for College Bound Students" was conducted in the R. H. Watkins High School of the Laurel Separate School District of Laurel, Mississippi, during the 1981-82 and 1982-83 school years. This program was totally funded by ESEA Title IV-C. The project director for the program was David Sheppard, Superintendent of the Laurel City Schools. The two personnel involved in the implementation of the program were Betty Riley (on a part-time basis for both years of the project) and Melinda Winstead (on a full-time basis for the second year of the project). The program was expanded for the second year (1982-83) in order to reach more students and make better use of funds expended.

Originally the course of study in essential skills was designed to help average-ability students who planned to attend college increase their proficiencies in the areas of comprehension of oral and printed material, analytical and critical reasoning, rhetorical skills, vocabulary study, and library reference skills. Under the original plan, two one-hour classes were to be taught each semester in the 1981-82 school year with fifteen to twenty twelfth grade students in each. These classes were designed to supplement, not replace, the students' regular twelfth grade English course. The students were assigned to the classes on an elective basis with advice and recommendation from the eleventh grade English teachers and the curriculum counselors. The general concept of the program was to eliminate individual weaknesses in a relaxed, informal, and

laboratory-type setting. The approach to the subject areas to be emphasized was designed to be process rather than product.

During the second year of the project, the scope was enlarged to include five classes of below average students (many of whom plan to and will attend college) who were in critical need of the skills stressed in the program. Under this revision, the students assigned to these classes remained in the program for the full school term and received one Carnegie unit (in English) toward graduation. This course, unlike the elective course, fulfilled the requirement for twelfth grade English. Although the original basic areas were covered, the curriculum was enlarged to include additional literature, grammar, writing skills, and research skills. The fact that the course fulfilled the twelfth grade English requirement enhanced the effectiveness of the program. One full-time teacher (Melinda Winstead) was employed to direct this program and teach the five classes. Approximately 105 students were involved in this phase of the program.

Along with the preceding amended concept of the program, the original plan was continued for a second year. One class on an elective and supplementary basis was offered each semester to students who felt a need to enhance the aforementioned skills. A part-time teacher (Betty Riley) was assigned to direct these classes in which approximately 30 students participated. These students were given a one-half credit for the semester's work, but this credit could not fulfill the required English credit.

SECTION B: NEEDS

The staff members of the Laurel City Schools are aware that a large percentage of the graduates of R. H. Watkins plan to and do attend college (approximately sixty-nine percent in 1981). Therefore the district attempts to develop in these students the necessary skills for success in higher education. The trend for the past several years is that a majority of Watkins' graduates (sixty-two percent in 1981) begin their college work at a nearby junior college--Jones County Junior College in Ellisville, Miss. A survey of instructors and administrative personnel from this junior college revealed weaknesses in a majority of freshmen in the areas of comprehension of oral and printed materials, analytical and critical reasoning, rhetorical skills, vocabulary, and library reference skills. In addition, the scores on the Differential Aptitude Test administered to all Watkins students in the tenth grade revealed a majority of students fall in the lower two quartiles in all areas relevant to the above mentioned skills. (See chart, p.3a) Apparently these weaknesses have not been overcome by the time of graduation. Therefore, the Laurel Municipal Separate School District proposed a course designed to help the average-ability student who planned to attend college improve skills in these specified areas. The following needs were determined as specific needs to be addressed in the program:

1. The need to develop comprehension skills with regard to both reading and listening

artile	Verbal Reasoning	Abstract Reasoning	Space Relations	Language Spelling	Language Grammar
76-100	25 9. %	34 11.72%	28 9.7 %	29 10. %	21 7.24%
51- 75	32 11.03%	56 19.3 %	39 13.5 %	61 21.03%	31 10.7 %
26- 50	65 22.41%	71 24.5 %	88 30.3 %	72 24.8 %	69 23.8 %
0- 25	168 57.9 %	129 44.5 %	135 46.6 %	128 44.1 %	169 58.2 %
	290	290	290	290	290

Differential Aptitude Test - Form L
Psychological Corp. 10th Grade, Fall 1978

2. The need to develop and utilize the principles of analytical thinking in all academic areas, and particularly with regard to human experience as revealed through literature and history

3. The need to acquire skills necessary to verbalize thoughts effectively with particular emphasis on grammar, organization of material, and sound rhetorical practices, both written and oral

4. The need to acquire familiarity with various reference materials and to develop research skills necessary for college work

The program was amended to include below-average students as school officials became increasingly aware that the needs of many students were not being met in the established English classes. It was felt that with additional programs, materials, and instruction these students could also experience some degree of success in higher education. As a result of the expanded scope of the program and the change in the credit given for the course, more students were involved and greater benefit was noted. The following needs were added to those already established:

1. The need to expand knowledge and appreciation of literature

2. The need to develop to a greater extent grammar skills

3. The need to develop to a greater degree writing skills

4. The need to develop skills sufficient for writing a controlled research paper

SECTION C: OBJECTIVES

The following objectives were established at the beginning of the project:

1. Students will be able to read and/or listen to a selection with satisfactory comprehension and analysis of the ideas or principles presented.

2. Students will demonstrate proficiency in using language correctly and effectively in communicating information, ideas and experiences.

3. Students will demonstrate efficiency in use of library research skills.

4. Students will demonstrate an increase in skills in mechanics and usage and in spelling and vocabulary.

These objectives remained uppermost throughout the duration of the project. As the project was increased in scope, some of these took on additional significance and other objectives were added:

1. Students will demonstrate increased proficiency in grammar skills.

2. Students will demonstrate ability to write a three-to-four page research paper from three sources selected by the instructor.

3. Students will demonstrate ability to provide proper documentation in the research project.

From an analysis of the CAT pre-exams which the lower-ability students took, there appeared a strong need for intense work in the areas of reading, vocabulary, reading comprehension, language mechanics, and language expression. These are basic skills that must be mastered before a higher cognitive level can be reached to be applicable to areas of analytical and critical reasoning and library research. It became evident a slower pace and more repetitive work than was first predicted

was needed in these areas. Subsequently, due to time, students were not able to receive as intense a program of reasoning skills and library research as was first projected. It was felt that the other areas had to be mastered before an attempt could be made to move on to higher levels of thinking. However, each area covered by the objectives was addressed to some degree in both phases of the program.

SECTION D: ACTIVITIES AND PROCEDURES

Specific activities were designed to meet the established goals of the project. An overview of these activities and goals along with some of the more successful activities follows:

Goal 1: Students will be able to read and/or listen to a selection with satisfactory comprehension and analysis of the ideas or principles presented.

Activities:

A. Reading selections designed to develop these skills:

1. Concentration/subject matter
2. Main idea
3. Supporting details
4. Conclusion
5. Clarifying devices
6. Vocabulary in context

B. Reading literary selections for interpretation of mature subject matter and critical thinking

C. Practicing paraphrasing from selected readings

Ample material purchased through the project funds was available and proved to be most helpful. One which was of particular interest to average-ability students was Literary Tales, by Dan Dramer and published by Jamestown. These selections proved to be very interesting, giving background information related to important literary works. Frequently students asked to work from these books. Another program, Random House Green Mini Reading Program, proved most useful and enjoyable, especially by many below-average students. This program contains

accompanying cards asking questions on survey, detail, comprehension, and vocabulary. The selections were from history, science fiction, animal life, and mystery. Another successful reading activity centered around cassettes and read-along books published by Jamestown. With the below-average student, it was found that repetitive exercises in reading comprehension, as well as in grammar, worked best. A filmstrip series by SVE, Complete Reading Comprehension Skills Program, was very useful. Filmstrips present the skills, such as getting the main idea or making intelligent inferences, and skill extenders or worksheets provide follow-up work and intensifiers. The material in the filmstrip is well presented. Students seem to enjoy these programs. Also, the material is nonconsummable. Other useful material included Steps To Reading Comprehension, by J. Weston Walch; Spotlight, by Random House; and Spinetinglers and Sports, Sports, collections of paperback books.

The only material which gave little to the course was a reading skills series involving a selection followed by comprehension questions. This failed mainly because of the level of the material; it was too "advanced" for the students of low ability, although it was on twelfth grade level. Students became frustrated with the vocabulary, thereby losing the meaning of the selection.

Comprehension Crossword puzzles by Jamestown proved enjoyable "fillers" for students. Some timed reading exercises were used with the average-ability students.

Along with special material purchased for the class, literature textbooks were used and comprehension/detail questions

were emphasized. The paraphrasing exercises were used only with the average-ability students. These proved useful in two areas--comprehension and research writing.

Goal 2: Students will demonstrate proficiency in using language correctly and effectively in communicating information, ideas, and experiences.

Activities:

A. Activities in proper grammatical usage of the parts of speech

B. Activities in proper grammatical usages of the parts of the sentence

C. Practices in sentence style including coordination and subordination

D. Manipulatory skills of combination, rearrangement, subtraction, and expansion of kernel ideas

E. Activities in selection of a subject topic and developing a thesis statement

F. Activities in paragraph development

G. Activities in composing basic organizational patterns and types of discourse

H. Activities in organization skills for research process

In the area of grammar, repetitive exercises seem to work best and produce better results. A cassette and transparency series, RX for Sentence Problems by Spectrum Educational Media, was quite good. The grammar games, such as Fifty Word Games on Grammar by J. Weston Walch, can be used effectively with below-average students for variety in drill.

One activity which proved enjoyable to students involved creating paragraphs from a word list. The emphasis was writing

complete sentences correctly punctuated while avoiding fragments and run-ons. At this time the classes were dealing with a unit on complete sentences. The students seemed to enjoy using their imaginations to write a "story" in their paragraphs. There was one activity in particular that was not successful. The students (below-average ability) complained of the work and, therefore, put little effort into it. The product proved to be poor results in grades. The activity involved locating sentence patterns from a sheet of newspaper. Several days before, students had taken notes on basic sentence patterns and had written examples of each. They were asked to bring a sheet of newspaper to class and then to underline any of the patterns they found. The students were unable to locate or properly label these sentences.

Sections of the composition books, Fan the Deck, published by Perfection Form, contain very good explanations and exercises on coordination, subordination, and manipulatory skills of combination, rearrangement, subtraction, and expansion of kernel ideas.

Many class hours were spent in the area of composition. Some of the most effective material in this area included SVE filmstrip series, Complete Writing the Expository Essay and Writing Compositions; Composition Portfolio by Spectrum Educational Media; and Composition Filmstrip Series by Perfection Form. These materials offer the basis for many worthwhile classes in writing. Individual skills, such as formulating thesis sentences are clearly explained and illustrated and then

reinforced with practice work. Students were shown "how to" in relation to the many skills in developing compositions.

One exceptionally good series on skills for writing research papers is Noting and Quoting by Southern Media. This is a practical and useful filmstrip presentation which contains in-class exercises for students to perform in such areas as writing note cards, writing endnotes, arranging bibliography items, and recognizing plagiarism. This material is best used with average and above-average students.

The Fan the Deck and Stack the Deck series by Perfection Form contain good, complete composition assignments arranged in a step-by-step format.

Goal 3: Students will demonstrate efficiency in use of library research skills.

Activities:

A. Using card catalog

B. Using Readers' Guide and other indices

C. Using reference materials

D. Using microfiche materials

E. Writing a mini controlled research paper

Many very useful materials were purchased through Title IV-C funds to aid in reaching this goal. Some of the most useful for below-average students were SVE filmstrip series, Using the Library; filmstrips by Thomas Klise, The Dictionary and Using the Encyclopedia; and a kit by Incentives for Learning, Using the Card Catalog. For average students, Surviving in the College

Library by Southern Media gives students a preview of resources of a college library as well as how to use these resources. A microfiche reader/copier purchased with Title IV-C funds has proven to be an outstanding asset to students in their research projects. Many class periods were spent in the library learning to use the various reference tools. Many of the materials listed above contained exercises to be completed in the library. One additional exercise for developing library skills was the use of "trivia" questions. Each student was given a question to be answered through research. These often proved to be interesting to the students as well as a challenge to their use of library tools.

The below-average students completed a mini controlled research paper. The instructor selected a subject, prepared copies of three reference sources for each student, and helped each develop notes, outline, endnotes, bibliography, for a three-to-four page reference paper. This was the first year these classes attempted a research project.

Goal 4: Students will demonstrate an increase in skills in mechanics and usage and in spelling and vocabulary.

Activities:

A. Capitalization exercises

B. Punctuation exercises

C. Spelling and vocabulary exercises

1. Words in context
2. New words
3. Prefixes and suffixes
4. Derivations and roots
5. Word analogies
6. Construction of definition

The material which proved to be most useful in this area offered opportunities for repetitive exercises. The publication by Random House, Practicing Capitalization and Punctuation; Word-ly Wise, by J. Weston Walch; and Vocabulary for the High School Student, published by AMSCO, were the resources used most frequently. The filmstrip series by SVE, Learning to Spell Correctly, was used with average-ability students. Two areas were stressed especially with average-ability students--working with affixes and working with analogies. The Jamestown publications of "The Ransom of Red Chief" and "The Luck of Roaring Camp," which are cassettes and books, were used effectively in the area of vocabulary/spelling.

The materials which were purchased with Title IV-C funds for the two areas, for the most part, proved to be very good. Students in the elective courses were asked to evaluate the materials used. Every student involved rated the material as above average or excellent. A considerable amount of this material is of a nonconsummable nature and will prove to be extremely valuable in carrying out similar objectives in future years.

SECTION E: EVALUATION

The following means were used to evaluate the success of the program:

A. Six areas of the California Achievement Test

1. Reading vocabulary
2. Reading comprehension
3. Spelling
4. Language mechanics
5. Reference skills
6. Language expression

B. Teacher-made tests

C. Teacher evaluation

D. Student evaluation

Since the scope and content of the program changed during the second year, the evaluation results for the two-year program will be shown separately. The following evaluation was made at the conclusion of 1981-82:

A. Six areas of the CAT were administered with the following results:

1. Reading vocabulary
   57% pretest--62% posttest= 5% increase
2. Reading comprehension
   58% pretest--63% posttest= 5% increase
3. Spelling
   61% pretest--64% posttest= 3% increase
4. Language mechanics
   68% pretest--71% posttest= 3% increase
5. Language expression
   73% pretest--76% posttest= 3% increase
6. Reference skills
   77% pretest--86% posttest= 9% increase

In each test some gain was noted. The area of greatest gain was in the use of library resources. This area was heavily stressed because students, in a survey given at the beginning of the course, had expressed this need as one of their major reasons for selecting the course.

B. Teacher-made tests were used following each unit of work as appropriate. The results of these tests were overall positive.

C. Student evaluation was made at the conclusion of each semester. (Copy of evaluation form is included.) Each student was asked to rate each unit of work according to its effectiveness on a scale of 1-5. The students were urged to be very honest in their evaluation. Students' evaluation sheets were not signed. The results of the evaluation were very positive. A summary of the evaluation is as follows:

1. Reading comprehension
   29 students rated high
   5 students rated average
   0 students rated low
2. Vocabulary development
   25 students rated high
   8 students rated average
   1 student rated low
3. Library skills
   25 students rated high
   9 students rated average
   0 students rated low
4. Mechanics of writing
   24 students rated high
   8 students rated average
   2 students rated low
5. Composition skills
   23 students rated high
   9 students rated average
   2 students rated low
6. Expository writing
   26 students rated high
   8 students rated average
   0 students rated low
7. Argumentative writing
   25 students rated high
   9 students rated average
   0 students rated low

Students were also asked to evaluate materials used and methods of presentation. These results were:

1. Materials used
   24 students rated excellent
   10 students rated good
   0 students rated poor

2. Presentation of material
   22 students rated excellent
   11 students rated good
    1 student rated adequate

Students were asked if they felt the time spent in the course was profitable and if the course should be continued. Their responses were:

1. Time well spent
   32 students answered "yes"
    2 students answered "no"
2. Should course be continued
   34 students answered "yes"
    0 students answered "no"

D. Teacher evaluation was made. These evaluations are included.

For the second year of the project, evaluation was based principally on the pre and posttests of the six areas of the CAT. It was felt that this evaluation would be more significant for this year's program because students were in the program for 2 semesters rather than 1, they were given credit toward graduation for the course, and the scope of material to be covered was more adequately tested by these instruments. The results appear to be positive as shown in the following chart:

NCE Gains CAT 19C

	Total Reading	Spelling	Total Language	Reference Skills
Mean X NCE Gain	6.1	9.2	5.9	4.5
Percentage of Students with gain of 10 +	33%	50%	38%	27%
Percentage of students with gain of 20 + (1 S.D.)	1%	27%	10%	7%

All students evaluated gained in at least one area. Gains were measured by comparing pre-test and post-test performances on the California Achievement Test, Level 19C. Gains are recorded in Normal Curve Equivalent (NCE) points. The NCE is an equal interval scale represented by numbers from 1 to 99 with a mean of 50 and a Standard Deviation (SD) of approximately 21.

A significant percentage of the students gained more than 10 NCE points in each area. Highly significant gains of more than 20 NCE points, one SD, are noted above. The mean gain is noted above, indicating positive gain in each instructional area.

From classroom observations, gains were noted among some students in improved study habits, classroom participation, and attitude. As one example, one student failed to turn in homework assignments, gave little class participation, and had only a "63" average for the first semester. During the second semester, this same student showed steady improvement in all areas each six weeks, voluntarily participated in class, and by the sixth six weeks was turning in assignments ahead of schedule. She also maintained an "80" average for the second semester. Another student had a very negative attitude the first two six weeks and was a discipline problem; he had only a "68" average for the semester. Then he settled down and his grades improved in all areas as he became more involved in the activities. He, too, by the sixth six weeks met deadlines in advance and held an "89" average for the second semester.

For the elective classes for the year 1982-83, only student and teacher evaluations were made. Students were again very positive in their evaluation of the material and the areas covered. Most of the students cited help in research processes as the most significant benefit of the course. This was to be expected, since this was the need which most students expressed at the beginning of the course. All students rated the material used as good or excellent. All students surveyed stated that their time in the course was well spent and they felt that the course should be continued. (A copy of the evaluation form used is included.)

STATE DEPARTMENT OF EDUCATION
Division of Instruction
ESEA Title IV
Jackson, Mississippi 39205

PART C

BUDGET REPORT

Elementary and Secondary Education Act
Title IV
P.L. 95-561

Project Number _____

STRICT Laurel Municipal Separate

DDRESS

Street Address P. O. Box 268, 700 Beacon Street

City Laurel State Mississippi Zip Code 39440

OJECT NAME Essential Skills for College Bound Students

DGET PERIOD

Begin July 1, 1980 End June 30, 1983

I have reviewed this report and certify that:

1. The project covered by this claim has been approved by the state agency.
2. The items included in this claim were ordered or contracted for after the approval date of this project and have been received and paid for.
3. That all of the State's laws applicable to purchasing have been observed.
4. The records to substantiate this claim are available for audit and no prior claim has been made for any item included on this requisition.
5. The local school district is responsible for all overclaims that may be established as a result of an audit.
6. None of the items originated in or was exported from a communist country (If such items did orignate in or were exported from a communist country, identify the item and add a statement to the effect that such items are unavailable from any other source).
7. This school district is in compliance with Title VI of the Civil Rights Act and Regulations to implement that Act.
8. I am the legally aughorized representative of this school district.

Superintendent
DAVID L. SHEPPARD

June 17, 1983
Date

BUDGET REPORT

19 a

Rev. 12-81

TOTAL GRANT $39,500.00

Line No.	1 Category	2 Acct. No. Function/Code		3 Budgeted Amount (Amended)	4 Expenditures Since Last Report	5 Totals Expended To Date	6 Balance of Funds (Col. 3-5
1	SALARIES	1000	100	21,506.32	21,506.32	21,506.32	0
2	In-service or Overtime		130				
3							
4	EMPLOYEE BENEFITS	2500	200				
5	Social Security		210	1,438.37	1,438.37	1,438.37	0
6	Retirement		220	1,881.80	1,881.80	1,881.80	0
7							
8	PURCHASED SERVICES	2000	300				
9	Consultants		312				
10	Data Processing		316	87.47	87.47	87.47	0
11	Travel		332	128.90	128.90	128.90	0
12	Typing		314				
13							
14	SUPPLIES	2000	400				
15	Supplies & Materials		410	7,529.17	7,529.17	7,529.17	0
16	Periodicals		440	1,242.64	1,242.64	1,242.64	0
17	CAPITAL OUTLAY	2000	500	2,693.33	2,693.33	2,693.33	0
18	Equipment		541				
19	INDIRECT COST			2,992.00	2,992.00	2,992.00	0
20	TOTALS			39,500.00	39,500.00	39,500.00	0

June 2, 1982

As instructor of the essential skills classes offered at Watkins High School, I feel the course was successful. I saw progress in several areas with the students. Much of this progress is difficult to evaluate with tests. For example, I saw several students for the first time write an acceptable five-paragraph essay. They expressed to me that they finally understood what was expected in this endeavor. On several occasions I asked for verbal evaluations from them concerning the course. All who responded were very positive. Several expressed that the course was especially helpful to them in the writing processes. Many of the students who took the course first semester were with me in senior English for the second semester. These students were all very affirmative in their evaluation of the value of the course as related to their senior research project. My observations confirmed these students had a definite edge over the other students (in their ability range) who had not taken the course.

For the most part, I was well pleased with the material purchased for the course. The filmstrip series were used to present the material in various units. The composition material proved to be very good. Most of the material bought was used on a non-consumable basis.

The biggest disappointment was in the number of students who selected the course. However, it was strictly on an elective basis, and many felt it would be another English course. I deliberately kept the classes on a less formal basis in an effort to erase this feeling. Many students from first semester stated they had recommended the course to other class mates.

Betty Riley

Betty Riley
Instructor

R. H. WATKINS HIGH SCHOOL
1100 WEST 12TH STREET
LAUREL, MISSISSIPPI 39440

Gary Smyly
Principal

June 2, 1982

Students in the Essential Skills classes greatly benefitted from the program, in my opinion. The value of the class was evidenced by the fact that Essential Skills students were better able to utilize the resources of the library and were more knowledgeable about library offerings. In assisting students with their research papers, I found that Essential Skills students had a better understanding of the mechanics of research, as well as more realistic concepts of the purposes of research.

Sincerely,

Kathy Holifield

Kathy Holifield
Librarian

June 2, 1982

Students who had taken or who were currently enrolled in Essential Skills were better prepared for writing their research papers. They understood what they were supposed to do and were helpful to the other students. In most cases, these students did well on their papers. However, some of the students did not apply their knowledge in actually writing the paper.

Janice Robinson
Senior English teacher

EVALUATION FORM FOR ESSENTIAL SKILLS

On a scale of 1 to 5 (5 is highest rating) rate the effectiveness of the following units of work this semester.

A. Reading Comprehension

1 2 3 4 5

B. Vocabulary Development

1 2 3 4 5

C. Library Skills

1 2 3 4 5

D. Research Writing Skills

1 2 3 4 5

E. Mechanics of Writing (Punctuation)

1 2 3 4 5

F. Composition Skills (Parallelism, Coordination, Subordination)

1 2 3 4 5

G. Writing an Expository Essay

1 2 3 4 5

H. Writing an Argumentative Essay

1 2 3 4 5

How would you rate the materials which were selected for this course?

Adequate
Good
Excellent
Inadequate

Please comment on any of the material which you felt was particularly good or particularly poor.

How would you rate the presentation of the material in this course?

Adequate
Good
Excellent
Inadequate

Which unit or units do you feel were most beneficial to you? Please be specific. Please comment on any unit which you felt was particularly good or particularly weak.

Which unit or units do you feel were least helpful or inappropriate? Please be specific.

Was there any area or topic which you feel should have been included? If so, please list.

List or discuss any suggestions which you feel would improve this course.

Do you feel your time in this course was well spent? Please be honest.

Do you feel this course should continue to be offered?

EVALUATION FORM FOR ESSENTIAL SKILLS 1983

Please answer the following questions honestly and as fully as you can.

How would you rate the materials which were selected for this course?

Adequate
Good
Excellent
Inadequate

Comments:

Please comment on any of the material which you felt was particularly good or particularly poor.

How would you rate the presentation of the material in this course?

Adequate
Good
Excellent
Inadequate

Which unit or units do you feel were most beneficial to you? Please be specific. Please comment on any unit which you felt was particularly good or particularly weak.

Which unit or units do you feel were least helpful or inappropriate. Please be specific.

Was there any area or topic which you feel should have been included? If so, please list.

List or discuss any suggestions which you feel would improve this course.

Do you feel your time in this course was well spent? Be honest, please.

Do you feel this course should continue to be offered?

Please list any suggestions or comments you have pertaining to this course.

TITLE IV-C MATERIALS

Jamestown Publishers

Essential Skills Series ES-17, Grade 11A (30 copies)
Essential Skills Series ES-19Z Grade 12A (30 copies)
Six-Way Paragraphs (30 copies)
Literary Tales (30 copies)
Comprehension Crosswords Grade 11 (1 copy)
Comprehension Crosswords Grade 12 (1 copy)
Instant Words (1 copy)
Oral Reading Criterion Test (1 copy)
3,000 Instant Words (1 copy)
"The Luck of Roaring Camp" cassettes and read-along books (24)
"The Ransom of Red Chief" cassettes and read-along books (24)

AMSCO School Publications

Vocabulary for the High School Student (30 copies)
Vocabulary and Composition Through Pleasurable Reading Book VI (30 copies)

SVE

SATC Complete Reading Comprehension Skills
SATC Complete Using the Library
SATC Complete Writing the Expository Essay
SATC Research Paper Program
SATC Writing Compositions
SATC Punctuation through Proofreading
SATC Learning to Spell Correctly
Wuthering Heights (filmstrip)
Frankenstein (filmstrip)

SOUTHERN MEDIA

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Fan the Deck (30 copies)
Write in Style (30 copies)
Library Tests (spirit master set)
Composition Filmstrip Series
Words in Context grade 11-12 (filmstrip series)
Complete Library Transparency Series
Mechanics of Writing Filmstrips
Research Paper filmstrips
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PERFECTION FORM continued

Writing Process posters
Punctuation posters
Library Reference Sampler
San Francisco: She Has a Way with Words (filmstrip)
Words: Crayons of the Mind (filmstrip)
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CRESTWOOD HOUSE

Natural Science Books

TROLL

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THOMAS KLISE

The Dictionary (filmstrip)
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MILLIKEN

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